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ABSTRACT

The opening chapter of this volume attempts to provide a framework for education about the international or global community that is emerging. Chapter 2 notes some of the recent and possible future changes in the world and in the United Nations (UN) system. The third chapter identifies some of the obstacles to learning about the world and the UN system. Chapter 4 discusses some of the central themes for international education in the 21st century. The fifth chapter focuses on teaching about the UN and its related agencies. Chapter 6 discusses some key questions for those evaluating programs for the study of the world and the UN system. The focus of chapter 7 is on the characteristics of elementary or primary school curricula that introduce children to the world. Chapter 8 examines the international dimension of education in secondary schools, course by course. Teachers must be globally-minded if they are to use a global approach in teaching. Chapter 9 offers suggestions for pre-service and in-service teacher education that might foster this approach. Numerous black and white photographs illustrate the documents. (JB)

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